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ABSTRACT

The Character Education Program which was implemented in 52 elementary schools in 1979-80 in the Dade County public school system is evaluated. Objectives of the evaluation were: (1) to determine how much the character-building materials were used and how the teachers valued the materials; (2) to determine attitudes of students toward the use and effectiveness of the materials; (3) to obtain teachers' suggestions relating to any future use of the materials; and (4) to assess cognitive differences on tests between students in the Character Education Program and a comparable group who were not in it. In the evaluation, eight schools were chosen from the 52 using the materials. Within each school, teachers in the third and fifth grades were given a questionnaire designed to address the objectives of the study relating to their perceptions of the effectiveness of the program. Students in the program and the comparable group completed questionnaires and two tests--The Character Education Test and the Stanford Achievement Test. Findings showed that teachers and students appear to be most favorably disposed toward the program, teachers use the materials on a regular basis, and most teachers do not believe that the materials have been responsible for behavioral changes in their students. There was no measurable differences in character building between those students in the program and those not in it. The authors concluded that the program should be continued, but not expanded until its actual effects can be determined. Tests and questionnaires are appended. (NE)

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AN EXPLORATORY STUDY OF THE IMPACT OF THE CHARACTER EDUCATION PROGRAM WITHIN THE DADE COUNTY PUBLIC SCHOOL SYSTEM

Presented at the
Evaluation Network/Evaluation
Research Society Joint Meeting

Austin, Texas

October 1, 1981

SP 014 026

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Introduction

During the 1978-79 school year, The Arthur Vining Davis Foundation provided funding for the implementation of "The Character Education Program" in a sample of ten elementary schools in the Dade County Public School System. The Program was prepared by the American Institute of Character Education which, through funding provided by the Eli Lily Endowment, has implemented similar programs in hundreds of schools around the country. An evaluation of the first years effort in Dade County revealed positive feelings on the part of students and faculty regarding the impact of the Program. (Callihan and Frazee, 1979). Based on interviews they conducted in four of the ten schools the authors concluded: "All persons involved in the program thought it was beneficial and strongly believed the program should be continued and expanded." They recommended updating and revising some of the materials, further training for teachers on the application of the materials, involving more schools in the Program and implementing an evaluation design using experimental and control groups before beginning a new offering.

In the 1979-80 school year the Program was expanded to 52 elementary schools. In April of 1980 the authors of this report agreed to assist The Arthur Vining Davis Foundation in an evaluation of this year's effort. Information relating to the history of the Program in the County was obtained from Gwen Jennings, Consultant, Division of Student Services, Dade County

Public School System who is serving as overall coordinator of Character Education activities. Mrs. Jennings made curricula materials available and provided a copy of the previous years evaluation.

Objectives

Working with M[illegible] and reprensentatives of the Dade County Public School System, the following objectives were established for the study:

1. To determine the extent to which teachers are using the "Character Education" materials.
2. To determine the feelings of teachers regarding the value of the materials.
3. To obtain teachers suggestions relating to any future use of the materials.
4. To determine attitudes of students toward the use of the materials.
5. To determine self-perceptions of students regarding the effectiveness of the materials.
6. To assess cognitive differences on tests designed to measure the objectives of the materials between students in the program and a "comparable" group not in the program.

Methodology

The accomplishment of the first four objectives listed required development of appropriate attitudinal inventories.

This task was facilitated by modifying the instruments developed by Callihan and Frazee in their earlier evaluation. Objective six ideally called for the establishment of randomly selected experimental and control groups (which was advocated in the earlier evaluation study). Since the research team became involved with the Program long after it had been implemented, it was obvious random assignment to treatment would not be possible. It was determined therefore that the only approach remaining to begin to address this objective would be to compare those students who had experienced the Program with those who had not on a quasi-experimental basis. As a means of controlling for some of the pre-existing differences which might have existed, an analysis of covariance design was utilized.

The dependent variable selected by the study team was "character education" and was defined as knowledge of acceptable behavior in situations involving choices between several negative and one positive character trait. For example,

"Oscar found out that he had failed the Math test. He probably should decide:

A._____ Not to worry about it until later.

B._____ To try to get someone to help him in Math.

C._____ To tell his mother that the teacher never explained anything."

The variable was measured utilizing items derived from the instruments which accompany the curricula materials given to teachers who are in the Program. Since the instruments were developed by The American Institute for Character Education to

reflect the content and help teachers assess how effective they had been with the program, it was felt that their content validity for this study was established. These instruments were also used by the Callihan and Frazee team as part of their assessment.

The covariate utilized was the raw score reading results of the Stanford Achievement Test, published by Harcourt, Brace and World Inc. Company. The Stanford is a well established valid measure of reading and mathematics achievement. Its purpose in this study was to help to make up for the fact that it was not possible to randomly assign some students to the Program while denying the program to an equivalent group of students. It is recognized by the authors that analysis of covariance does not equate pre-existing groups on all variables and that some authors do not recommend its use unless randomization is present. Nevertheless, the authors consider its use in this study appropriate in light of the conditions under which the evaluation was undertaken, and furthermore feel it useful as a means of suggesting if not confirming, the presence or absence of significant relationships among the variables considered.*

With the above design agreed upon, a stratified random sampling process was implemented in which eight schools were selected from the 52 utilizing the materials. Stratification was done by district and years with the program to insure that each district was represented and that 50% of the sample

*Note: All instruments, except the Stanford, appear in the appendix.

was from schools where the program was in use for more than one year.

Within each selected school, teachers at the third and fifth grade level who were involved with the program received a questionnaire designed to address the objectives of the study relating to their perceptions of its effectiveness. Questionnaires and the Character Education Test included in the ACEI materials were then administered to the students who were in the program. The Character Education Tests were also administered to a comparable group of students not involved with the program.

"Comparability" was sought by requesting school administrators to provide, for testing, a group of students at the same grade level and as close as possible academically to those in the Character Education Program.

Finally each school made available the required Stanford Achievement Test results for those in the Program and for those not in the Program. Anonymity was assured by removing each student's name from the Character Education Test after the SAT score was entered.

Permission to conduct the study was provided by the Committee on Educational Research of the Dade County Public Schools. Each building principal contacted agreed to parcipate and to make all necessary arrangements.

Results

Data were obtained from all eight schools thereby providing the desired geographical representation. In a few schools it was

not possible to obtain data for both grades since all students were using the materials and a "control" group could not be obtained. The actual number of students participating in the study was 729 distributed as follows:

Table 1: Number of involved students by grade level

	Grade 3	Grade 5	Totals
Using Character Education:	239	177	416
Not Using Character Education:	190	123	313
Totals	429	300	729

The findings will be presented according to the objectives of the study:

Objective 1: To determine the extent to which teachers are using the Character Education materials.

Objective 2: To determine the feelings of teachers regarding the value of the materials.

Objective 3: To obtain teachers suggestions relating to any future use of the materials.

The above objectives were approached using a questionnaire entitled "Teacher Reactions to Character Education Program" which was administered to 12 teachers with the following results:

Table 2: Reaction of teachers currently using Character Education materials (number choosing each alternative)

strongly disagree	disagree	unde-cided	agree	strongly agree	Item	
1	1	1	8	1	1.	I have regularly used the character education materials.
			10	2	2.	The materials are well written.
			6	5	3.	The materials are appropriate for my students.
4	7	1			4.	Character education should not be in the curriculum.
		8	2		5.	The materials have been responsible for changes in the behavior of my students.
	7	2	2		6.	The materials need to be revised.
			8	3	7.	The students are interested in the materials.
1		3	6	1	8.	I use the materials in resolving daily pupil problems.
			6	6	9.	The materials should continue to be used.
1	5	3	2	1	10.	I need additional training in the use of the materials.

Note that theoretically 16 teachers should have been interviewed. (8 schools x 2 teachers; one in grade 3 and one in grade 5). However, one teacher was absent, one left it blank and in two schools only one grade was involved in the study.

The results indicate that for those teachers responding:

- the materials are being utilized on a regular basis.
- the materials are considered to be well written and appropriate for the students.
- the students are described as interested in the materials.
- the materials are considered to be useful in resolving daily problems.
- there is the desire to continue to use the materials

While these faculty are clearly impressed with the materials, they are not willing to attribute any behavioral changes in their students to them (Item 5). One of the teachers wrote that she felt the vocabulary in the materials was too difficult for her students, and that there was just too little time available in her curriculum to implement it. (Interestingly, however, this teacher disagreed with Item 6, "The materials need to be revised.") Another teacher wrote that (even though she had the materials) she didn't use them and instead relied on her own approach to character education. (Interestingly, however, this teacher strongly agreed with Item 2, "The materials are well written.")

Objective 4: To determine the attitudes of students toward the use of the materials.

Objective 5: To determine self-perceptions of students regarding the effectiveness of the materials.

Table 3: Attitudes of students in Character Education Program

		Grade 3		Grade 5		Total	
		N	%	N	%	N	%
1. How much do you like the Character Education Program?	not at all	15	6.2	10	6.5	25	6.3
	a little	63	25.9	65	42.5	128	32.3
	a lot	165	67.9	78	51.0	243	61.4
2. About how often do you use character education ideas away from school?	not at all	60	25.0	36	23.5	96	24.4
	a little	110	45.8	85	55.6	195	49.6
	a lot	70	29.2	32	20.9	102	26.0
3. About how much has the Character Education Program helped you to solve problems?	not at all	29	11.9	33	21.6	62	15.7
	a little	74	30.5	56	36.6	130	32.8
	a lot	140	57.6	64	41.8	204	51.5
4. How often do you think the Character Education materials should be used with kids your age?	not at all	13	6.1	7	4.6	20	5.5
	a little	58	27.2	43	28.1	101	27.6
	a lot	142	66.7	103	67.3	245	66.9
5. About how often do you use Character Education ideas with your friends in school?	not at all	35	16.7	44	28.8	79	21.8
	a little	85	40.7	87	56.9	172	47.5
	a lot	89	42.6	22	14.4	111	30.7

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The above reveals a good deal of satisfaction on the part of students toward the use of the materials. Clearly they like them (Item 1). Certainly they acknowledge their value for problem solving (Item 3) and do feel the materials should be used with students like themselves (Item 4). What is less certain are feelings regarding the value of the materials in out of school situations (Item 2). To be noted is that about one-fifth of the fifth graders and a little less than one-third of the third graders indicate that they use the ideas "a lot" away from school.

Objective 6: To assess cognitive differences on tests, designed to measure the objectives of the materials, between students in the program and a "comparable" group not in the program.

The design implemented to address this objective is described in an earlier section of this report.

The following tables present findings relating to the objective.

Table 4 : Means and Standard Deviations on Character Education Measure and Stanford Achievement Test*

		Grade 3		Grade 5	
		Character Educ Test	SAT*	Character Educ Test	SAT*
Classes without Character Education Program	Mean	14.8	43.5	15.8	35.4
	S.D.	5.7	15.0	3.3	12.7
Classes with Character Education Program	Mean	14.5	47.2	16.1	35.3
	S.D.	2.4	12.2	2.9	10.6

*Raw Score, Reading

Table 5 : Analysis of Covariance

Character Education as Dependent Variable
Program (Experimental vs. Control) as Independent Variable
SAT (Stanford Achievement Test) As Covariate

Grade 3						Grade 5					
Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F	Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Covariate SAT	50.019	1	50.019	2.662	.104	Covariate SAT	518.094	1	518.094	72.5	.000
Main Effects Program	8.844	1	8.844	.471	.493	Main Effects Program	.962	1	.962	.135	.714
Explained	58.862	2	29.431	1.566	.210	Explained	519.057	2	259.528	36.36	.000
Residual	7272.423	387	18.792			Residual	1905.760	267	7.138		
Total	7331.286	389	18.846			Total	2424.816	269	9.014		

Table 6: Analysis of Covariance

Character Education as Dependent Variable
Program (Experimental vs. Control) as Independent Variable
School (The 8 participating schools) as Independent Variable
SAT (Stanford Achievement Test) As Covariate

Grade 3						Grade 5					
Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F	Source of Variation	Sum of Variation	DF	Mean Square	F	Signif of F
Covariate SAT	50.019	1	50.019	2.989	.085	Covariate SAT	518.094	1	518.094	86.892	.000
Main Effects						Main Effects					
School	894.755	7	127.822	7.638	.000	School	346.689	5	69.338	11.629	.000
Program	6.632	1	6.632	.396	.529	Program	22.210	1	22.210	3.725	.055
2-Way Interactions						2-Way Interactions					
School X Program	118.399	6	19.733	1.179	.317	School X Program	20.742	4	5.185	.870	.483
Explained	1072.017	15	71.468	4.270	.000	Explained	886.487	11	80.590	13.156	.000
Residual	6259.269	374	16.736			Residual	1538.329	258	5.963		
Total	7331.286	389	18.846			Total	2424.816	269	9.014		

Table 7 : Differences between School Means on The Character Education Examination Before and After Adjustments for Scores on the Stanford Achievement Test

Grade 3 N=433			Grade 5 N=433		
School	Before Adjustments	After Adjustments	School	Before Adjustments	After Adjustments
1	15.39	15.75	1	14.52	14.03
2	14.05	14.02	2	15.03	15.10
3	16.30	16.57	3	17.81	17.11
4	13.88	13.74	4	N/A	N/A
5	15.11	15.28	5	17.12	17.48
6	16.65	16.68	6	15.70	15.54
7	13.59	13.38	7	N/A	N/A
8	11.83	11.40	8	14.53	15.32

To be noted in Table 4 is the similarity in means on the Character Education Test for those who were in the Program and those not in the Program in both grades 3 and 5. In fact, the mean for those not in the Program exceeded the mean for those in the Program in grade 3 (14.8 vs. 14.5 out of 18 items on the grade 3 test) and the reverse was true in grade 5 (16.1 vs. 15.8 out of 20 items on the grade 5 test).

Table 5 verifies the absence of any significant differences between those in the Program in either grade after S.A.T. differences are controlled for. In fact, in grade 3, S.A.T. scores were not related to Character Education Test Scores ($F=2.662$;N.S.) but in grade 5 they were ($F=72.5$; $p<.01$). Note that accounting for this relationship in grade 5 still results in no significant differences on the Character Education Test between those in the Program and those not in it.

Table 6 adds "school" as an independent variable into the design and reveals the presence of significant differences between schools with respect to scores on the Character Education Test ($F=7.638$; $p<.01$ for grade 3 and $F=11.629$; $p<.01$ for grade 5). Thus students in some schools do significantly better than students in other schools on the Character Education Test regardless of whether they were in the Program or not; thereby suggesting that school placement is more significant that Program placement. Controlling for school placement and S.A.T. doesn't affect the lack of significance in grade 3 ($F=.396$; N.S.) but does result in an almost significant relationship in grade 5 ($F=3.725$; $p<.055$).

Table 7 reveals the extent of between school differences before and after adjustments for the S.A.T. Note that in grade 3 before adjustments the range of scores on the Character Education Test is from a low of 13.59 to a high of 16.30, for grade 5 the range is from 14.52 to 17.81.

A final analysis was conducted to determine whether within each school there were significant differences by grade level between those in the Program and those not in it. These results revealed that at grade 3 in one school there was a statistically significant difference indicated. In all other schools there was no difference in either grade. Since, even within the school which contained the significant difference the actual difference between means was only a little more than one-half of a point, differences by school between those in the Program and those not in the Program were considered to be virtually non-existent.

Conclusions and Recommendations

Teachers and Students appear to be most favorably disposed toward the Program. Teachers, with few exceptions, are using the materials on a regular basis within a curriculum which is already extremely comprehensive. They indicate that they feel the students are interested in the materials and that they should continue to be used. Despite these positive reports, most teachers do not believe that the materials have been responsible for behavioral changes in their students.

Students, while indicating they like the materials reveal most importantly that the materials have helped them to solve problems. Yet they do not report in large numbers that they use character education ideas away from school.

The attempt in this study to measure actual differences in "character education" between those in the Program and those not in it resulted in finding that there were no such differences. Of course it needs to be pointed out once again that students were not randomly assigned in or out of the Program and there is no way of knowing what students knew before the Program began. The authors feel the finding of 'no significant difference' is only strongly suggestive of the true relationship.

The commitment most teachers and students display toward the Program would indicate that it probably should be continued. The inability of the present study to capture measurable differences in students in or out of the Program, however, coupled with students' doubts about out-of-school impact and the reservations held by teachers in this area, suggests to the authors that it would be advisible to avoid expanding the Program any further until such time as its <u>actual</u> effect can be more precisely determined. Thus while there is no doubt of the importance of the curriculum, there remain questions concerning the effectiveness of the materials. What is needed is early planning for additional studies, perhaps to include observations to attempt to determine the nature and extent of in-class student behavioral changes which

do ensue. Such a study might include an in-depth assessment of how the materials are handled by teachers who do manage to obtain the desired impact and could contain recommendations on ways of enhancing its use on a system-wide basis. Until such time as this kind of data becomes available, statements relating to the Program's effectiveness should be considered as untested assumptions.

APPENDIX

STUDENT QUESTIONNAIRE

GRADES 3 AND 5

TO THE TEACHER: Please read these directions to your students:

FOR EACH QUESTION, PLEASE CHECK THE ANSWER WHICH TELLS HOW YOU FEEL. PLEASE THINK CAREFULLY ABOUT EACH QUESTION.

EXAMPLE:

I like to play after school.

_____ not at all

_____ a little

__X__ a lot

---

1. How much do you like the Character Education Program?
   _____ not at all
   _____ a little
   _____ a lot

2. About how often do you use character education ideas away from school?
   _____ not at all
   _____ a little
   _____ a lot

3. About how much has the Character Education Program helped you to solve problems?
   _____ not at all
   _____ a little
   _____ a lot

4. How often do you think the Character Education materials should be used with kids your age?
   _____ not at all
   _____ a little
   _____ a lot

5. About how often do you use Character Education ideas with your friends in school?
   _____ not at all
   _____ a little
   _____ a lot

TEACHER REACTIONS TO CHARACTER EDUCATION PROGRAM

Using the following 5 point scale, please write your answer (whole numbers, please) in the space provided at the left of each item.

1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree

1. _____ I have regularly used the character education materials.
2. _____ The materials are well written.
3. _____ The materials are appropriate for my students.
4. _____ Character education should <u>not</u> be in the curriculum.
5. _____ The materials have been responsible for changes in the behavior of my students.
6. _____ The materials need to be revised.
7. _____ The students are interested in the materials.
8. _____ I use the materials in resolving daily pupil problems.
9. _____ The materials should continue to be used.
10. _____ I need additional training in the use of the materials.

LEVEL E

S A T _____ _____

ITEM

1. FREEDOM OF SPEECH MEANS:
   A. _____ YOU MAY SAY ANYTHING YOU WISH.
   B. _____ IT DOESN'T COST ANYTHING TO TALK.
   C. _____ YOU MAY SAY WHAT YOU BELIEVE.

2. IF WE DIDN'T HAVE FREEDOM OF SPEECH:
   A. _____ PEOPLE WOULD BE MORE FREE.
   B. _____ PEOPLE WOULD BE LESS FREE.
   C. _____ THERE WOULD BE NO CHANGE IN PEOPLE'S FREEDOM.

3. FREEDOM OF CHOICE IS WHEN:
   A. _____ YOU DO WHAT OTHER PEOPLE SAY YOU SHOULD DO.
   B. _____ YOU DO WHAT OTHER PEOPLE WANT YOU TO DO.
   C. _____ YOU DO WHAT YOU FEEL YOU SHOULD DO.

4. ONE OF THE BASIC HUMAN RIGHTS IS:
   A. _____ THE RIGHT TO DO ANYTHING THAT YOU LIKE.
   B. _____ THE RIGHT TO OWN EVERYTHING THAT YOU WANT.
   C. _____ THE RIGHT TO FREEDOM OF SPEECH.

5. A PROBLEM:
   A. _____ HAS ONLY ONE SOLUTION.
   B. _____ IS SEEN DIFFERENTLY BY DIFFERENT PEOPLE.
   C. _____ CAN BE SOLVED IMMEDIATELY.

6. OSCAR FOUND OUT THAT HE HAD FAILED THE MATH TEST. HE PROBABLY SHOULD DECIDE:
   A. _____ NOT TO WORRY ABOUT IT UNTIL LATER.
   B. _____ TO TRY TO GET SOMEONE TO HELP HIM IN MATH.
   C. _____ TO TELL HIS MOTHER THAT THE TEACHER NEVER EXPLAINED ANYTHING.

- - - - - - - - - - - - - - - - - (DETACH AFTER ENTERING SAT SCORE) - - -

NAME _____

LEVEL E
PAGE 2

7. AMBITION HELPS A PERSON TO:
   A._____ OBTAIN A GOAL.
   B._____ DISLIKE HIS WORK.
   C._____ BE WELL LIKED.

8. A PERSONAL GOAL IS SOMETHING:
   A._____ YOU WANT TO ACHIEVE IN LIFE.
   B._____ OTHER PEOPLE WANT YOU TO ACHIEVE IN LIFE.
   C._____ THAT MAKES YOU FRIENDLIER.

9. A BOY OR GIRL WHO IS <u>HONOURABLE</u> IS ONE WHO WOULD:
   A._____ TALK BACK TO THE TEACHER.
   B._____ HELP A FRIEND IN NEED.
   C._____ HIT SOMEONE WHEN ANGRY.

10. AN HONORABLE PERSON WILL NOT:
   A._____ LAUGH AT FUNNY JOKES.
   B._____ TRY TO BE SUCCESSFUL.
   C._____ MAKE UP LIES.

11. HONESTY IS WHEN YOU:
   A._____ TELL SOMEONE YOU WILL GO TO HIS OR HER PARTY BUT THEN DO NOT GO BECAUSE SOMETHING BETTER COMES UP.
   B._____ ASK YOUR MOTHER FOR A QUARTER FOR PAPER WHEN YOU KNOW IT ONLY COSTS A DIME.
   C._____ ADMIT THAT YOU WERE THE ONE WHO BROKE THE WINDOW EVEN THOUGH YOU KNOW NO ONE COULD EVER FIND OUT.

12. WHEN TWO GOVERNMENTS WORK HONESTLY WITH EACH OTHER:
   A._____ THE PEOPLE DON'T TRUST EACH OTHER.
   B._____ EVERYBODY GETS MORE MONEY.
   C._____ THEY PROBABLY GET ALONG WELL.

LEVEL E
PAGE 3

13. VERA BELIEVES IN EQUAL RIGHTS FOR ALL PEOPLE. SHE THINKS THAT:
A._____ A PERSON'S SKIN COLOR SHOULDN'T DETERMINE HER JOB.
B._____ SOMEONE ELSE SHOULD RAISE HER CHILDREN.
C._____ SHE SHOULDN'T HAVE TO WORK HARD ALL HER LIFE.

14. YOU CAN BEST OVERCOME A FEAR BY:
A._____ FINDING OUT WHY YOU'RE FEARFUL.
B._____ STAYING AWAY FROM WHAT YOU FEAR.
C._____ TELLING NO ONE ABOUT IT.

15. TO PREPARE FOR YOUR FUTURE, YOU NEED TO:
A._____ LEARN A USABLE SKILL.
B._____ DRIVE A VERY LARGE CAR.
C._____ READ ALL THE BOOKS IN THE LIBRARY.

16. A SUCCESSFUL BUSINESS DEPENDS ON:
A._____ HOW MUCH YOU TALK ABOUT IT.
B._____ HOW MUCH MONEY YOU MUST BORROW.
C._____ GETTING A GOOD REPUTATION.

17. JUSTICE IS SHOWN WHEN:
A._____ ALL THE PUPILS IN A CLASS CLEAN UP THE PLAYGROUND.
B._____ THE PUPILS RESPONSIBLE FOR LITTERING THE PLAYGROUND CLEAN IT UP.
C._____ NO ONE IN A CLASS CLEANS UP THE PLAYGROUND.

18. PEOPLE CAN BECOME MORE TOLERANT BY:
A._____ LAUGHING MORE ABOUT THINGS.
B._____ TRYING TO SEE BOTH SIDES OF A STORY.
C._____ ARGUING MORE ABOUT WHAT THEY BELIEVE IN.

19. GLORIA IS NOT VERY GENEROUS. SHE WILL NOT:
A._____ PLAY JUMP ROPE WITH OTHERS.
B._____ SHARE HER TOYS WITH OTHERS.
C._____ PUT ON HER COAT AT HOME.

LEVEL E
PAGE 4

20. ARTHUR CAN BEST HELP HIS FAMILY BY:
A._____ SHARING WITH THE CHORES AT HOME.
B._____ STAYING OUT LATE.
C._____ GOING TO A FOOTBALL GAME.

LEVEL C

SAT _____ _____

1. ONE WAY YOU COULD MAKE YOUR NEIGHBORHOOD SAFER WOULD BE TO:
   A.____ MAKE YOUR BED.
   B.____ PICK UP BROKEN GLASS.
   C.____ DO YOUR HOMEWORK.

2. ONE REASON FOR MAKING RULES IS TO TRY TO BE SURE THAT ALL PEOPLE:
   A.____ ARE TREATED FAIRLY.
   B.____ DO EXACTLY THE SAME THING.
   C.____ WEAR THE SAME TYPE OF CLOTHES.

3. YOU CAN DECIDE:
   A.____ THE TIME THAT SCHOOL STARTS.
   B.____ WHO WILL BE IN YOUR CLASS.
   C.____ THE FOOD THAT YOU LIKE.

4. IF YOU ARE AFRAID OF THE DARK, YOU SHOULD:
   A.____ TELL SOMEONE ABOUT YOUR FEAR.
   B.____ RUN AND HIDE WHEN IT GETS DARK.
   C.____ GO TO BED BEFORE IT GETS DARK.

5. IF YOU CAN DO SOMETHING VERY WELL, YOU SHOULD:
   A.____ BRAG ABOUT IT TO YOUR FRIENDS.
   B.____ KEEP TRYING TO DO IT EVEN BETTER.
   C.____ STOP DOING IT; YOU MIGHT GET TIRED.

6. IF YOU WISELY PLAN YOUR USE OF TIME, YOU MIGHT HAVE:
   A.____ MORE TIME TO ENJOY YOURSELF.
   B.____ LESS TIME TO ENJOY YOURSELF.
   C.____ THE SAME AMOUNT OF TIME TO ENJOY YOURSELF.

(DETACH AFTER ENTERING SAT SCORE)

NAME _____

7. WHEN SOMEONE ELSE DOES SOMETHING WRONG AND YOU GET BLAMED FOR IT. THEN IT IS:
   A.____ JUST.
   B.____ UNJUST.
   C.____ UNIMPORTANT.

8. JACK WANTED TO PLAY BASEBALL. BILLY WANTED TO FLY KITES. THEY SHOULD:
   A.____ TAKE TURNS DOING BOTH TOGETHER.
   B.____ PLAY BASEBALL ALL THE TIME.
   C.____ FLY KITES ALL THE TIME.

9. IF A FRIEND WANTS YOU TO DO SOMETHING THAT YOU THINK IS WRONG, YOU SHOULD:
   A.____ DO WHAT HE WANTS TO DO RIGHT AWAY.
   B.____ DO NOTHING AT ALL UNTIL YOU ASK YOUR MOTHER.
   C.____ EXPLAIN YOUR FFELINGS AND TRY TO GET HIM TO DO WHAT'S RIGHT.

10. IF YOU ALWAYS TELL THE TRUTH, YOUR FRIENDS WILL PROBABLY:
   A.____ NOT TRUST YOU.
   B.____ DISLIKE YOU.
   C.____ TRUST YOU.

11. IF YOU GET LOST IN A STORE, IT HELPS IF YOU:
   A.____ CRY FOR YOUR MOTHER.
   B.____ PLAY WITH A FRIEND.
   C.____ STAY IN ONE PLACE.

12. IF YOU HAVE COURAGE. YOU PROBABLY DO:
   A.____ NOTHING AT ALL.
   B.____ ONLY WHAT YOU LIKE.
   C.____ WHAT NEEDS TO BE DONE.

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13. IF YOU HAVE A DOG THAT LIKES TO DIG UP YOUR NEIGHBOR'S FLOWERS, YOU SHOULD:
    A._____ NOT LET IT WORRY YOU.
    B._____ GET RID OF YOUR PET.
    C._____ TRY TO STOP YOUR DOG.

14. IF THERE IS A PROBLEM BETWEEN PEOPLE IN YOUR NEIGHBORHOOD, THEY SHOULD:
    A._____ STOP SPEAKING TO EACH OTHER.
    B._____ TALK ABOUT THE PROBLEM.
    C._____ FORGET ABOUT THE PROBLEM.

15. IF A PERSON CAN DO MORE THAN ONE JOB WELL, THEN SHE/HE PROBABLY:
    A._____ HAS TROUBLE FINDING A JOB.
    B._____ HAS LITTLE TROUBLE FINDING A JOB.
    C._____ CANNOT FIND A JOB.

16. THE BEST WAY TO SAVE MONEY IS TO:
    A._____ BUY ONLY THE THINGS YOU NEED.
    B._____ BUY ANYTHING YOU WANT.
    C._____ HIDE YOUR PIGGY BANK KEY.

17. IF YOU ARE UNKIND, PEOPLE WILL:
    A._____ TRY TO HELP YOU.
    B._____ NOT PLAY WITH YOU.
    C._____ LIKE YOU VERY MUCH.

18. IF YOU DON'T EVER SHARE ANYTHING, PEOPLE WILL PROBABLY:
    A._____ NOT SHARE IT WITH YOU.
    B._____ LIKE YOU A LOT.
    C._____ SHARE WITH YOU.